Cultures of Louisiana Elementary

Historic Homes • Gardens • Artifacts • Costumed Crafts People
Boat Tours • Gift Shop • Restaurant
Standards

Standards as developed by the Louisiana Department of Education. Available online at http://www.vermilionville.org/vermilionville/educate/lesson-plans.

Grade 3
Social Studies
Physical and Human Systems
- GLE #15: Identify and explain patterns of settlement in different time periods in Louisiana (G-1C-E3)
- GLE #16: Identify and compare customs, celebrations, and traditions of various cultural groups in Louisiana (G-1C-E4)

Louisiana and United States History
- GLE #52: Identify and describe early settlers in Louisiana (H-1C-E1)
- GLE #53: Identify people and their influence in the early development of Louisiana (H-1C-E1)

Objectives

1. The student will match various cultural elements to the appropriate cultural group.
2. The student will draw a picture representing an element of his or her own culture.
Additional Information

La Maison des Cultures is an Acadian style home built in the 1840s of colombage (a half-timber wall framing system) and bousillage (a mixture of mud and Spanish moss.) The wall of the porch is plastered to protect the bousillage from the elements. The exterior staircase leads to the garçonnière where the older boys in the family slept.

Inside the home are exhibits comparing and contrasting the three major cultural components that contributed to the culture of South Louisiana as it exists today, Acadian (or Cajun), Creole and Native American.

Pre-Visit Activity

Materials needed: paper for KWL chart

Teachers. We have made two introduction documents available to you on our website – a word document as well as a PowerPoint with pictures depicting the cultures that we represent. Please take some time to review these two documents with your class prior to your visit here. You can access them here, by clicking on

- Introduction to Vermilionville and
- Vermilionville PowerPoint

Students will participate in a discussion about the culture of Louisiana. The teacher will try to prompt them to discover that Native Americans, Cajuns, and Creoles are the three major culture groups of Louisiana. Once the students have discovered this, they will try to list as many cultural elements for each one. The purpose of this activity is to determine what students already know about these three culture groups. The students may also complete a KWL chart about these cultures so that the teacher can determine what the students want to learn about these culture groups throughout the lesson.

Anchor Lesson

Materials needed: large sheet with table labeled for all three culture groups, pictures of artifacts that represent each culture (document #1), construction paper, drawing materials: pencils, crayons

Students will enter the house and be seated on the floor. The teacher will begin by welcoming them into the house and explain that they will be focusing on the different cultures found in Louisiana.
Presentations

Native Americans
- They were the first inhabitants of Louisiana.
- Many tribes settled here including the Natchez, Tunica, Caddo, Choctaw, Atakapa, and Chitimacha.
- Followed their food source therefore were constantly moving.
- When they developed farming, they were able to settle in one place, creating settlements.
- They grew corn, squash, and beans.
- They have specific clothing, like their moccasins.
- They helped European settlers by showing them how to grow their own crops and how to survive on the land.
- Their beliefs is a significant part of their culture, for example the dream catcher’s holes is believed to filter out all the bad thoughts and feelings.
- Their language is still noticeable today in names such as Caddo Parish and bayou.
- Their food source included alligator, crawfish, and frog legs, which we still eat today.

Acadians
- Beginning of 19th century, almost every Acadian spoke French, was Catholic, and worked with livestock and crops.
- By the end of 19th century, some practiced different religions, spoke English, and worked in a variety of jobs.
- Even though Louisiana was under Spanish rules, Acadians were able to keep their customs.
- Acadians began their move to Louisiana on their own, they were not forced to come here, as they had been forced to leave Acadie.
- Acadians began buying small pieces of land, building small houses, and would add more land over time.
- As Acadians became more prosperous, some began to lose old customs and traditions and started to live their lives like American people.

Creoles
- First used to refer to those who were born in the Louisiana colony.
- Later, Creole referred exclusively to people of European descent.
- Today, Creole refer to descendants of colonial settlers in Louisiana, mainly free people of color.

Cuisine
A Creole meal is a celebration, not just a means of addressing hunger pangs. The settlers used what they found and produced a cuisine based on good taste, experimentation, and spices. Such dexterity produced the many faceted family of gumbos. Gumbo is a soup or a stew, yet too unique to be classified as one or the other.

Music
Zydeco fused the traditional Creole roots music sung in French with contemporary sounds making it relevant, dynamic and constantly attracting a new generation of listeners within the Creoles as well as outside the community.

Religion
Roman Catholicism is strongly associated with Creoles. The French and Spanish cultures from which Creoles originate are so closely associated with Catholicism that some people assume that all Louisianans are Catholic and that all people in Louisiana are of French and/or Spanish ancestry. Records from churches in Mobile, New Orleans, and other parts of the area indicate the presence of both black and white Creoles in church congregations very early in the eighteenth century.
Politics
Creoles of color have dominated New Orleans politics since the 1977 election of Ernest "Dutch" Morial as mayor. He was followed in office by Sidney Barthelme and then by his son, Marc Morial.

Now, the students will break into two groups. One group will be at the matching mat, and the other will be at the culture quilt.

Students at the matching mat will be given pictures of items that come from the three cultures resented. In front of them will be a mat/sheet divided into three sections, each section representing a culture group. Students will work with each other in order to match the item or picture to the appropriate culture. They will place that item or picture in the correct section.

Students at the culture quilt will be using their artistic abilities to portray their own culture. They will each receive a sheet of construction paper and have access to drawing materials. They will draw a picture of something that represents their own culture. At the end of the visit, the teachers will piece together all of the pictures to create a culture quilt for their class, showing the different cultures that they have in their school.

After the activities are complete, the groups will switch places in order to complete the other activity.

Post-Visit Activity

Materials needed: KWL chart from pre-visit activity

Students will do research on the different cultures that are present in Louisiana today. Using the information that they find during their research and the information that they learned during the lesson, they will compare and contrast Louisiana then to Louisiana today. During this compare and contrast, the students will focus on culture and elements of the different cultures. Students may present their information in a Venn diagram.

Evaluation

Students will be evaluated based on the activities completed in their small groups.

Students will correctly match the cultural element with the appropriate cultural group. The teacher will know that learning has occurred and the objective has been met if the students work together to place each of the elements in the correct section.

Students will portray their own culture at the culture quilt activity. The teacher will know that the objective has been met once each student has completed his or her drawing. The drawing must show a cultural element that represents that student’s culture.

Differentiation of Instruction

Resource students will be allowed to dictate what they would like to write for the pre and post activity. The teacher will write the students’ answers for them.
The teacher will identify the different pictures that the students will use during the instructional procedure in order to help students with visual disabilities.

Students with ADHD will be partnered with one other “buddy” during the instructional procedures. The buddies will be required to stay on task during the activities and help keep each other focused on the different activities.
Document #1 - Pictures of cultural elements

Native American Culture
Acadian Culture
Creole Culture